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ABSTRACT

This document is comprised of two reports, the first detailing findings of a 1997 Oregon survey to determine the status of the state's current kindergarten children and their developmental readiness for school, and the second providing county data from the survey. Surveys were mailed to 1,141 public school kindergarten teachers and 245 private school kindergarten teachers to obtain teachers' views on children's physical well-being, language usage, approaches toward learning, cognitive and general knowledge, motor development, and social and emotional development. The findings indicated that 48.2 percent believed that children's readiness was about the same as 5 years ago. A total of 49 percent of kindergartners who did not attend formal preschool were identified as not meeting one or more of the readiness areas; 35.8 percent of children who did attend preschool did not meet one or more of the areas. Almost half of the males and about one third of females did not meet one or more readiness area. Over 40 percent of public school kindergartners and about 30 percent of private school kindergartners did not meet one or more of the developmental areas. About 70 percent of teachers identified "physically healthy, rested, and well nourished" as the first and most important area of readiness. Over 60 percent of teachers reported that one or more of their students were in special education. Over 40 percent of teachers reported that one or more of the children did not speak English well or at all. (KB)

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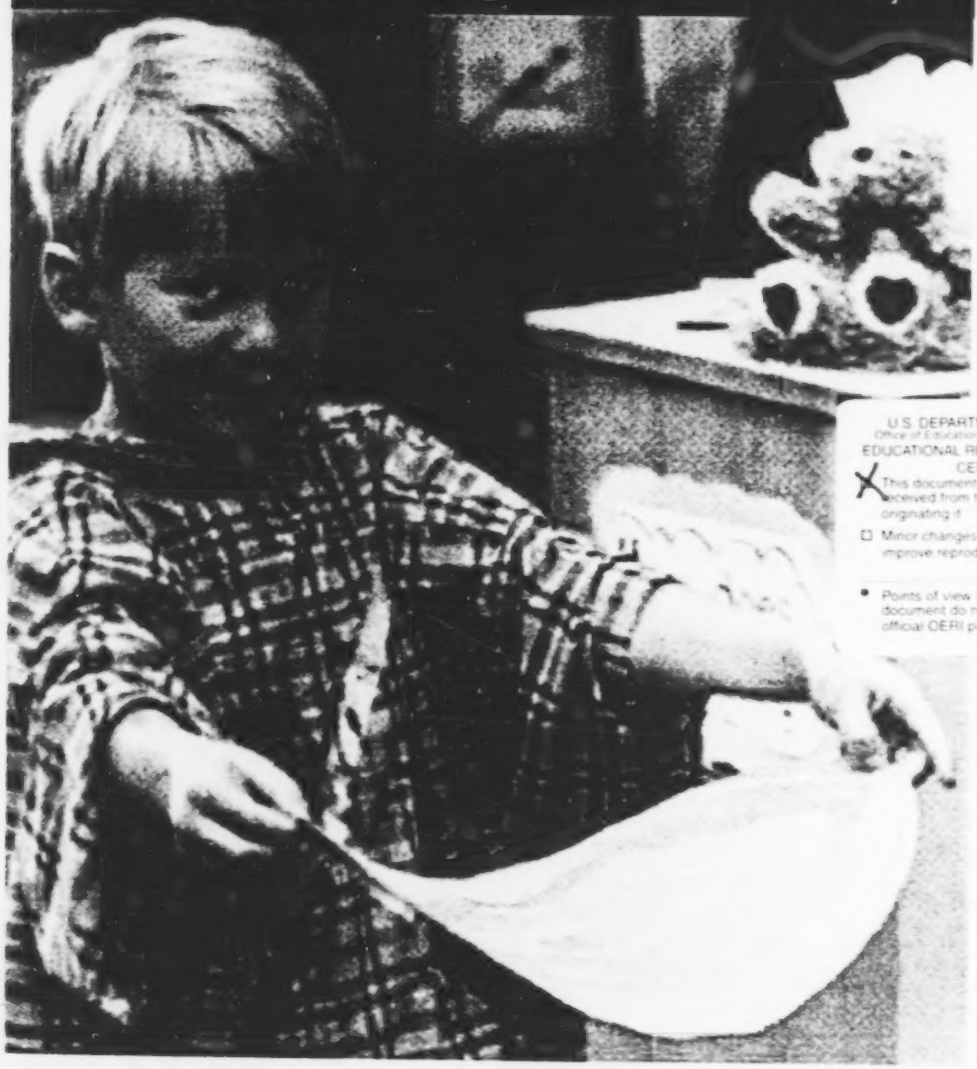
Report
1997 Kindergarten Survey



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Readiness To Learn

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Anita McClanahan
Oregon Department of Education

Special thanks and recognition to Chris Amo, Teacher, Irvington Elementary School, for assistance with the Kindergarten Survey design, and to Kathryn Nichols, Multnomah County Auditor's Office, for her assistance with data compilation.

Questions about this report may be directed to Anita McClanahan, Coordinator, Early Childhood Programs, Office of Student Services (503) 378-5585 ext. 665.

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READINESS FOR KINDERGARTEN:
OREGON KINDERGARTEN TEACHER PERCEPTION

Executive Summary

The status of Oregon's current kindergarten children and their developmental readiness for school was measured by a teacher survey distributed in the fall of 1997. In addition to physical well-being, five developmental dimensions were addressed as an attempt to gauge young children's readiness for school. The developmental dimensions are:

- Physical Well Being, plus
- Language Usage
- Approaches Toward Learning
- Cognition and General Knowledge
- Motor Development
- Social and Emotional Development

Surveys were sent to 1,141 public school kindergarten teachers and 245 private school kindergarten teachers. There was a **63%** return rate on the survey.

FINDINGS

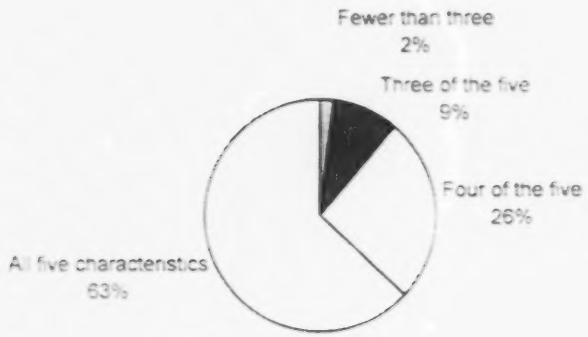
- **48.2%** reported they believed children's readiness was about the same as five years ago.
- **17,424** kindergarten children were ranked as meeting or not meeting the readiness areas. **8,892** of those students attended formal preschool.
- **49%** of those students who did not attend formal preschool are identified as not meeting one or more of the readiness areas. **35.8%** of children who did attend preschool do not meet one or more of the areas.
- **49.2%** of the males are identified as NOT meeting one or more of the readiness areas vs. **34.3%** of the female population.
- **43.7%** of the children attending public schools are reported as not meeting one or more of the readiness areas. **29.2%** of the children attending private school are identified as not meeting one or more of the areas.
- **70.5%** of the teachers identified "physically healthy, rested and well nourished" as the 1st and most important area of readiness, and **67.8%** identified "able to use pencils or paint brushes" as 7th or least important.
- **63.2%** of the teachers responding reported that one or more students were on an IEP or in Early Intervention Early Childhood Special Education.
- **43.5%** of the teachers responding reported one or more of the children did not speak English well or at all.

Percentage of Children who Possess Readiness Characteristics

*The five NHES characteristics

- Not sleepy or tired in class - Physical Well Being
- Not hard to understand what the child is saying - Language
- Enthusiastic and interested in lots of different things - Approaches Toward Learning
- No trouble taking turns or sharing - Social and Emotional Development
- Not restless; sits still - Motor Development

1993 NHES



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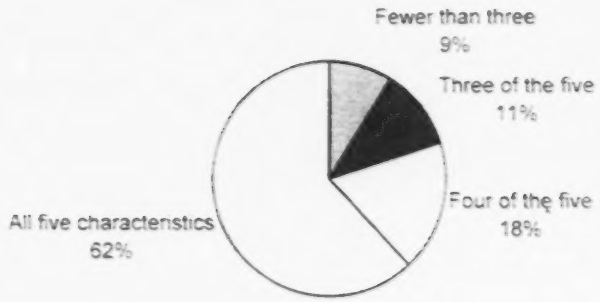


* National Household Education Survey (NHES) reported in *The Future of Children: Critical Issues for Children and Youth* – Vol. 5. No. 2. Summer/Fall 1995

HISTORY:

In 1990, President Bush and 50 state governors established National Education Goals, the first of which being, "by the year 2000 all children in America will start school ready to learn." This Goal is most often referred to as the "readiness" Goal. Continuous public policy debate at the federal, state, and local levels generated ongoing interest in school readiness. Oregon was one of the first states in the nation to measure the condition of children as they entered kindergarten.

The Oregon Progress Board established the Early Childhood Benchmark as a part of its efforts to measure the quality of life in Oregon. In 1993-94, the Progress Board contracted with the Northwest Regional Educational Laboratory to develop a study examining children's readiness for school. A statewide assessment of a representative sample of Oregon kindergartners (814 randomly selected) families and teachers focused on two dimensions of the Early Childhood Benchmark: the physical health and well-being and the language and literacy development of Oregon kindergartners.

In June 1995, the National Education Goals Panel, Technical Planning Group, published, "Reconsidering Children's Early Development and Learning: Toward Common Vocabulary." This document expanded the concept of "readiness" to include objectives reflective of children's early development and learning. The Goal and the objectives acknowledge that the well–being of America's Young children is a shared responsibility of family and society. The Technical Planning Group suggested that developmental readiness and learning embraces five dimensions:

1. physical well-being and motor development
2. social and emotional development
3. approaches toward learning
4. language development
5. cognition and general knowledge.

The "Ready to Learn" discussion gains clarity!

OREGON 1996-1997:

The Oregon Department of Education and the Oregon Progress Board began discussion in the winter of 1996 regarding how we could measure the status of Oregon's current kindergarten children and their developmental readiness for school. It was agreed that a survey would provide us an overview of Oregon kindergarten teachers' perceptions about the readiness of Oregon children to succeed in school. The survey questions were selected from characteristics rated by kindergarten teachers in a national survey as essential to school readiness. Six developmental dimensions were addressed as an attempt to gauge young children's readiness for school. This was patterned from the National Education Goals Panel, Technical Planning Group suggestions. They are:

Physical well-being: indicators include children who appear healthy, rested, well nourished, and who are immunized.

Language usage: indicators include children who readily communicate needs, wants and thought (in their primary language), who can initiate and sustain conversations, and who can tell about a picture when looking at it.

Approaches toward learning: indicators include children who are enthusiastic and interested in different things, who are curious; and have confidence that they will succeed and that adults will be helpful.

Cognition and general knowledge: indicators include children who can follow directions, who can solve problems in every day life, and who have a basic fund of knowledge.

Motor development: indicators include children who have age-appropriate fine motor skills such as using pencils or paint brushes and large motor skills, such as skipping or balancing on a beam.

Social and emotional development: indicators include children who can sit still and not be disruptive of class, have no trouble taking turns and sharing, and who are able to form and maintain friendships

RESPONSES:

Surveys were sent to 1,141 public school kindergarten teachers and 245 private school kindergarten teachers.

A total of 871 teachers responded to the survey, 717 public and 154 private. This is a 63% return rate. 49.4% of the responses are from teachers in morning kindergarten classes, 22.6% from teachers in afternoon classes, 15.5% from teachers in full day, everyday programs, and 12.5% for teachers in alternate day, full day programs.

FINDINGS:

1. Total number of children in this class whose native language is NOT English and who do not speak English well or at all:

43.5% of the responding teachers reported one or more of the children did not speak English well or at all. **56.5%** reported all of their students spoke English.

Non English Speaking	Number of Teacher Responses	Percent Rate
0	467	56.5
1	129	15.6
2	65	7.9
3	47	5.7
4	25	3.0
5	20	2.4
6	18	2.2
7	11	1.3
8	13	1.6
10	6	.7
11	5	.6
13	3	.4
14	1	.1
15	4	.5
16	4	.5
17	2	.2
18	3	.4
20	1	.1
21	1	.1
23	1	.1
30	1	.1
Total	827	100.0

2. Total number of children in this class on an IEP or who are known to be in Early Intervention or Early Childhood Special Education:

63.2% of the responding teachers reported that one or more students were on an IEP or in Early Intervention or Early Childhood Special Education. **36.8%** reported no one in their class was on an IEP or in Early Intervention, Early Childhood Special Education.

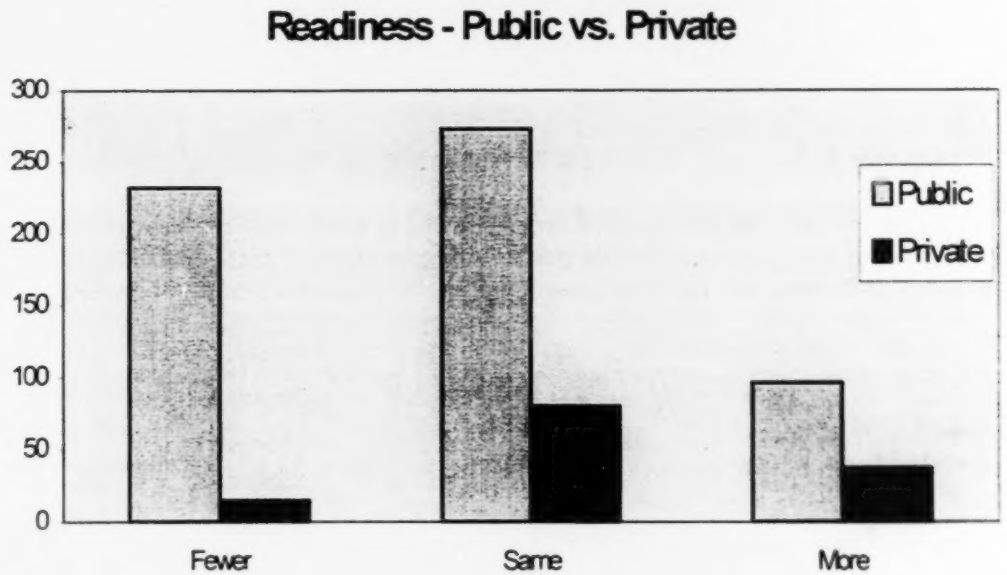
Number on IEPs	Number of Teacher Responses	Percent Rate
0	302	36.8
1	220	26.8
2	145	17.7
3	82	10.0
4	44	5.4
5	11	1.3
6	8	1.0
7	3	.4
8	3	.4
10	3	.4
Total	821	100.0

3. **In your opinion, how does the readiness of your students compare to five years ago?**

48.2% of the responding teachers reported readiness is **about the same** as five years ago; **33.7%** reported **fewer** children are ready and **18.1%** reported children are **more ready**. Private schools have a higher response to **more ready**.

Readiness - Public vs. Private

			Type of School		
			Public	**Private**	**Total**
Readiness compared to 5 Years Ago?	Fewer Ready	Count % within Type of School	232 38.6%	15 11.4%	247 33.7%
	About the Same	Count % within Type of School	273 45.5%	80 60.6%	353 48.2%
	More Ready	Count % within Type of School	96 16.0%	37 28.0%	133 18.1%
TOTAL		Count % within Type of School	601 100.0%	132 100.0%	733 100.0%



4. Seven readiness areas ranked 1–7, most important to least important: (percentage of teachers ranking each area as 1st, 2nd, 3rd, etc.)

70.5% of teachers responding identified "physically healthy, rested and well nourished" as the **1st** and most important area of readiness.

41.1% of teachers responding identified "communicates needs, wants, and thoughts verbally (in child's primary language)" as the **2nd** most important area of readiness.

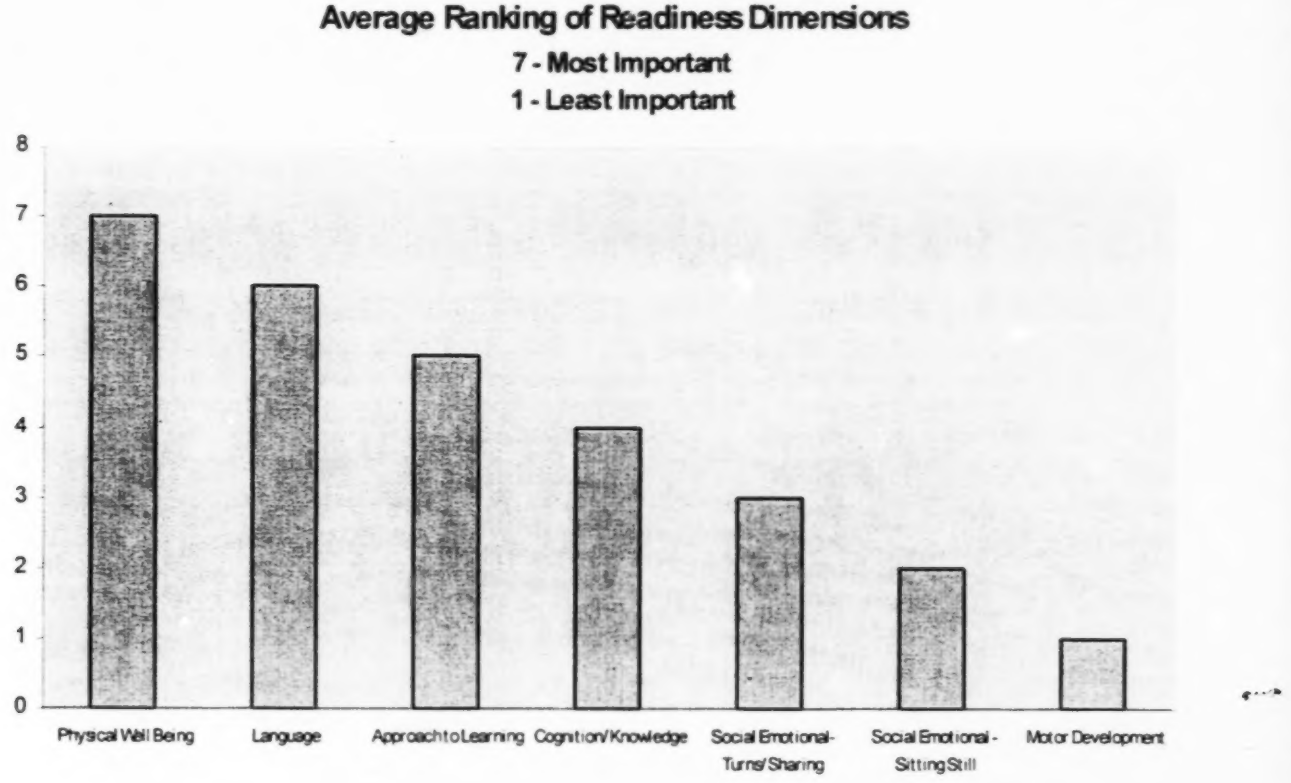
26.4% of teachers responding identified "enthusiastic and curious in approaching new activities" as the **3rd** most important area of readiness.

32.4% of teachers responding identified "can follow directions" as the **4th** most important area of readiness.

24.9% of teachers responding identified "able to take turns and share" as the **5th** most important area of readiness.

20.1% of teachers responding identified "can sit still and not be disruptive of class" as the **6th** most important area of readiness.

67.8% of teachers responding identified "able to use pencils or paint brushes" as the **7th** or least important area of readiness.



STUDENT DATA

A total of 17,424 kindergarten children were ranked as meeting or not meeting the readiness areas. 8,892 of those students attended formal preschool.

Physical Well Being	Avg.	Gender		Attended Preschool		School Responding	
		F	M	No	Yes	Public	Private
Does not meet readiness area	8.6%	8.1%	9.1%	11.4%	6.2%	9.4%	3.4%
Meets readiness area	91.4	91.9	90.9	88.6	93.8	90.6	96.6

Language Usage	Avg.	Gender		Attended Preschool		School Responding	
		F	M	No	Yes	Public	Private
Does not meet readiness area	13.3	11.4	15.2	17.0	10.2	14.4	5.9
Meets readiness area	86.6	91.9	90.9	83.0	89.8	85.6	94.1

Approach to Learning	Avg.	Gender		Attended Preschool		School Responding	
		F	M	No	Yes	Public	Private
Does not meet readiness area	13.5	11.0	15.8	16.8	10.5	14.4	6.8
Meets readiness area	86.5	89.0	84.2	83.2	89.5	85.6	93.2

Cognition/ General Knowledge	Avg.	Gender		Attended Preschool		School Responding	
		F	M	No	Yes	Public	Private
Does not meet readiness area	18.5	13.8	23.2	23.1	14.6	19.6	10.4
Meets readiness area	81.5	86.2	76.8	76.9	85.4	80.4	86.6

Motor Develop-ment	Avg.	Gender		Attended Preschool		School Responding	
		F	M	No	Yes	Public	Private
Does not meet readiness area	12.3	8.0	16.6	16.2	8.9	13.3	4.8
Meets readiness area	87.7	92.0	83.4	83.8	91.1	86.7	95.2

Sitting Still	Avg.	Gender		Attended Preschool		School Responding	
		F	M	No	Yes	Public	Private
Does not meet readiness area	22.1	14.2	29.8	24.2	20.4	22.9	16.2
Meets readiness area	77.9	85.8	70.2	75.8	79.6	77.1	83.8

Takes Turns/ Shares	Avg.	Gender		Attended Preschool		School Responding	
		F	M	No	Yes	Public	Private
Does not meet readiness area	13.4	9.5	17.4	14.6	12.6	14.2	7.9
Meets readiness area	86.5	90.5	82.6	85.4	87.4	85.8	92.1

PUBLIC/PRIVATE SCHOOLS: Percentage of students not meeting one or more of the readiness areas.

43.7% of the children attending **public** schools are reported as not meeting one or more of the readiness areas. **29.2%** of the children attending **private** schools are reported as not meeting one or more of the readiness areas.

	Public	Private
Meets all areas of readiness	8620 56.3%	1498 70.8%
Does not meet 1 area of readiness	2387 15.6%	307 14.5%
Does not meet 2 areas of readiness	1586 10.4%	164 7.8%
Does not meet 3 areas of readiness	1129 7.4%	79 3.7%
Does not meet 4 areas of readiness	759 5.0%	38 1.8%
Does not meet 5 areas of readiness	475 3.1%	24 1.1%
Does not meet 6 areas of readiness	228 1.5%	4 .2%
Does not meet 7 areas of readiness	122 .8%	1 .0%

GENDER: Percentage of students not meeting one or more of the readiness areas.

49.2% of the **male** population are reported as not meeting one or more of the readiness areas. **34.3%** of the **female** population are reported as not meeting one or more of the readiness areas.

	Male	Female
Meets all areas of readiness	4,279 50.8%	5,168 65.7%
Does not meet 1 area of readiness	1,349 16.0%	1,166 14.8%
Does not meet 2 areas of readiness	970 11.5%	665 8.5%
Does not meet 3 areas of readiness	741 8.8%	383 4.9%
Does not meet 4 areas of readiness	523 6.2%	228 2.9%
Does not meet 5 areas of readiness	320 3.8%	149 1.9%
Does not meet 6 areas of readiness	157 1.9%	66 .8%
Does not meet 7 areas of readiness	80 1.0%	40 .5%

26.8% of the male population are reported as not meeting one or more readiness area in three key areas (Physical Well Being, Language Usage and Approaches Toward Learning). **20.9%** of the females are reported as not meeting one or more readiness area in three key areas.

		Male	Female
Missing one or more area of readiness in three key areas.	No	73.2%	76.1%
	Yes	26.8%	20.9%

10.8% of the male population are reported as not meeting two or more readiness areas in three key areas (Physical Well Being, Language Usage and Approaches Toward Learning). **7.6%** of the females are reported as not meeting two or more readiness areas in three key areas.

		Male	Female
Missing two or more areas of readiness in three key areas.	No	89.2%	92.4%
	Yes	10.8%	7.6%

FORMAL PRESCHOOL ATTENDANCE: Percentage of students not meeting one or more of the readiness areas.

49% of those students who did not attend formal preschool are reported as not meeting one or more of the readiness areas. **35.8%** of those students who did attend formal preschool are reported as not meeting one or more of the readiness areas.

	Attended Formal Preschool	
	Did Not Attend	Did Attend
Meets all areas of readiness	4148 51.0%	5705 64.2%
Does not meet 1 area of readiness	1362 16.8%	1281 14.4%
Does not meet 2 areas of readiness	958 11.8%	758 8.5%
Does not meet 3 areas of readiness	686 8.4%	495 5.6%
Does not meet 4 areas of readiness	463 5.7%	321 3.6%
Does not meet 5 areas of readiness	310 3.8%	183 2.1%
Does not meet 6 areas of readiness	129 1.6%	100 1.1%
Does not meet 7 areas of readiness	74 .9%	49 .6%

12.1% of the students who did not attend formal preschool are reported as not meeting two or more readiness areas in three key areas (Physical Well Being, Language Usage and Approaches Toward learning). **6.6%** of the students who did attend formal preschool are reported as not meeting two or more readiness areas in three key areas.

		Attended Formal Preschool	
		Did Not Attend	Did Attend
Missing **two** or more areas of readiness in three key areas.	No	87.9%	93.4%
	Yes	12.1%	6.6%

30.0% of the students who did not attend formal preschool are reported as not meeting one or more readiness area in three key areas (Physical Well Being, Language Usage and Approaches Toward learning). **18.8%** of the students who did attend formal preschool are reported as not meeting one or more readiness area in three key areas.

		Attended Formal Preschool	
		Did Not Attend	Did Attend
Missing **one** or more area of readiness in three key areas.	No	70.0%	81.2%
	Yes	30.0%	18.8%

Potential Areas for Further Data Analysis

- Gender implications related to readiness areas
- Preschool implications related to readiness areas
- County implications related to readiness areas
- Teacher preparation related to Early Childhood Education
- How does teacher perception match parent perception
- Public school vs private schools difference in readiness areas
- Differences between half-day/full-day kindergarten
- Look specifically at Head Start/Oregon Prekindergarten
- Look at Policy/Pedagogy and Funding Implications
- What are the implications for community involvement and support
- Implication for transition from prekindergarten to kindergarten

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County Data
1997 Kindergarten Survey

Readiness To Learn

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Information by County

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- Motor Development
- Social and Emotional Development

Surveys were sent to 1,141 public school kindergarten teachers and 245 private school kindergarten teachers. There was a **63%** return rate on the survey.

The following report shows how teachers in each county perceive the developmental readiness of the children entering kindergarten. Each developmental readiness area and the percentage of children not meeting or meeting the specific area of readiness is included. The final page indicates, by county, the percentage of children not meeting one or more readiness areas. The "0" represents that the child meets all dimensions of readiness.

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Percentage of Children who Possess Readiness Characteristics

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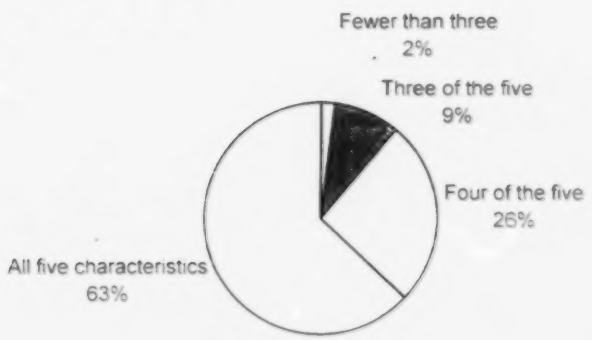

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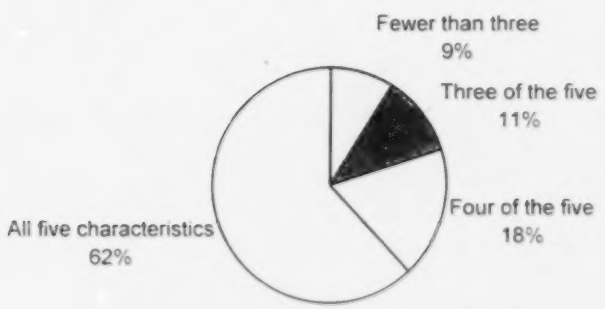

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The "Ready to Learn" discussion gains clarity!

OREGON 1996-1997:

The Oregon Department of Education and the Oregon Progress Board began discussion in the winter of 1996 regarding how we could measure the status of Oregon's current kindergarten children and their developmental readiness for school. It was agreed that a survey would provide us an overview of Oregon kindergarten teachers' perceptions about the readiness of Oregon children to succeed in school. The survey questions were selected from characteristics rated by kindergarten teachers in a national survey as essential to school readiness. Six developmental dimensions were addressed as an attempt to gauge young children's readiness for school. This was patterned from the National Education Goals Panel, Technical Planning Group suggestions. They are:

Physical well-being: indicators include children who appear healthy, rested, well nourished, and who are immunized.

Language usage: indicators include children who readily communicate needs, wants and thought (in their primary language), who can initiate and sustain conversations, and who can tell about a picture when looking at it.

Approaches toward learning: indicators include children who are enthusiastic and interested in different things, who are curious; and have confidence that they will succeed and that adults will be helpful.

Cognition and general knowledge: indicators include children who can follow directions, who can solve problems in every day life, and who have a basic fund of knowledge.

Motor development: indicators include children who have age-appropriate fine motor skills such as using pencils or paint brushes and large motor skills, such as skipping or balancing on a beam.

Social and emotional development: indicators include children who can sit still and not be disruptive of class, have no trouble taking turns and sharing, and who are able to form and maintain friendships

One might take children's philosophy to heart.
They do not despise the bubble because it burst;
they immediately set to work to blow another one.
Unknown

"Teachers must fill the gaps before attempting to draw skills from brains that lack the underlying cognitive and linguistic base."
Jane Healy, *Endangered Minds*

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Developmental Readiness Area

Physical Well Being

County	Does Not Meet Readiness Area	Meets Readiness Area
Baker	17.6%	82.4%
Benton	5.1%	94.9%
Clackamas	8.8%	91.2%
Clatsop	10.0%	90.0%
Columbia	7.4%	92.6%
Coos	7.6%	92.4%
Crook	7.1%	92.9%
Curry	12.8%	87.2%
Deschutes	10.3%	89.7%
Douglas	11.5%	88.5%
Gilliam	14.7%	85.3%
Grant	2.8%	97.2%
Harney	10.6%	89.4%
Hood River	9.6%	90.4%
Jackson	12.1%	87.9%
Jefferson	5.6%	94.4%
Josephine	10.8%	89.2%
Klamath	11.4%	88.6%
Lake	8.5%	91.5%
Lane	9.7%	90.3%
Lincoln	9.6%	90.4%
Linn	12.3%	87.7%
Malheur	7.9%	92.1%
Marion	6.4%	93.6%
Morrow	19.3%	80.7%
Multnomah	6.0%	94.0%
Polk	6.8%	93.2%
Tillamook	5.2%	94.8%
Umatilla	11.3%	88.7%
Union	7.5%	92.5%
Wallawa	4.0%	96.0%
Wasco	13.8%	86.2%
Washington	5.7%	94.3%
Wheeler		100.0%
Yamhill	6.4%	93.6%
Total	8.6%	91.4%

Developmental Readiness Area

Language Usage

County	Does Not Meet Readiness Area	Meets Readiness Area
Baker	13.7%	86.3%
Benton	7.3%	92.7%
Clackamas	12.1%	87.9%
Clatsop	4.4%	95.6%
Columbia	13.5%	86.5%
Coos	9.6%	90.4%
Crook	14.9%	85.1%
Curry	12.1%	87.9%
Deschutes	13.8%	86.2%
Douglas	11.9%	88.1%
Gilliam	17.6%	82.4%
Grant	8.5%	91.5%
Harney	16.7%	83.3%
Hood River	14.8%	85.2%
Jackson	13.6%	86.4%
Jefferson	21.3%	78.7%
Josephine	14.9%	85.1%
Klamath	16.7%	83.3%
Lake	9.6%	90.4%
Lane	14.3%	85.7%
Lincoln	11.8%	88.2%
Linn	17.1%	82.9%
Malheur	11.0%	89.0%
Marion	12.1%	87.9%
Morrow	29.8%	70.2%
Multnomah	14.5%	85.5%
Polk	13.9%	86.1%
Tillamook	15.5%	84.5%
Umatilla	15.4%	84.6%
Union	14.2%	85.8%
Wallawa	28.0%	72.0%
Wasco	19.8%	80.2%
Washington	11.9%	88.1%
Wheeler		100.0%
Yamhill	10.0%	90.0%
Total	13.3%	86.7%

Developmental Readiness Area

Approach to Learning

County	Does Not Meet Readiness Area	Meets Readiness Area
Baker	23.5%	76.5%
Benton	5.8%	94.2%
Clackamas	13.7%	86.3%
Clatsop	9.4%	90.6%
Columbia	15.0%	85.0%
Coos	10.5%	89.5%
Crook	16.7%	83.3%
Curry	12.8%	87.2%
Deschutes	18.5%	81.5%
Douglas	13.2%	86.8%
Gilliam	20.6%	79.4%
Grant	16.9%	83.1%
Harney	22.7%	77.3%
Hood River	17.2%	82.8%
Jackson	14.1%	85.9%
Jefferson	19.1%	80.9%
Josephine	14.9%	85.1%
Klamath	13.4%	86.6%
Lake	16.0%	84.0%
Lane	11.7%	88.3%
Lincoln	19.7%	80.3%
Linn	15.3%	84.7%
Malheur	15.2%	84.8%
Marion	13.2%	86.8%
Morrow	26.3%	73.7%
Multnomah	11.9%	88.1%
Polk	19.5%	80.5%
Tillamook	21.2%	78.8%
Umatilla	15.2%	84.8%
Union	10.0%	90.0%
Wallawa	12.0%	88.0%
Wasco	25.0%	75.0%
Washington	10.1%	89.9%
Wheeler		100.0%
Yamhill	11.3%	88.7%
Total	13.5%	86.5%

Developmental Readiness Area

Cognition/General Knowledge

County	Does Not Meet Readiness Area	Meets Readiness Area
Baker	29.4%	70.6%
Benton	12.0%	88.0%
Clackamas	16.2%	83.8%
Clatsop	12.5%	87.5%
Columbia	21.2%	78.8%
Coos	16.3%	83.7%
Crook	19.0%	81.0%
Curry	19.9%	80.1%
Deschutes	21.2%	78.8%
Douglas	17.8%	82.2%
Gilliam	38.2%	61.8%
Grant	19.7%	80.3%
Harney	25.8%	74.2%
Hood River	16.3%	83.7%
Jackson	18.5%	81.5%
Jefferson	22.5%	77.5%
Josephine	28.2%	71.8%
Klamath	24.5%	75.5%
Lake	22.3%	77.7%
Lane	15.5%	84.5%
Lincoln	18.3%	81.7%
Linn	19.8%	80.2%
Malheur	22.0%	78.0%
Marion	16.9%	83.1%
Morrow	33.3%	66.7%
Multnomah	18.5%	81.5%
Polk	23.5%	76.5%
Tillamook	21.2%	78.8%
Umatilla	17.8%	82.2%
Union	22.5%	77.5%
Wallawa	16.0%	84.0%
Wasco	28.4%	71.6%
Washington	16.7%	83.3%
Wheeler		100.0%
Yamhill	16.2%	83.8%
Total	18.5%	81.5%

Developmental Readiness Area

Motor Development

County	Does Not Meet Readiness Area	Meets Readiness Area
Baker	17.6%	82.4%
Benton	8.8%	91.2%
Clackamas	12.1%	87.9%
Clatsop	10.0%	90.0%
Columbia	12.2%	87.8%
Coos	12.9%	87.1%
Crook	11.9%	88.1%
Curry	23.4%	76.6%
Deschutes	12.9%	87.1%
Douglas	9.2%	90.8%
Gilliam		100.0%
Grant	18.3%	81.7%
Harney	13.6%	86.4%
Hood River	15.3%	84.7%
Jackson	11.6%	88.4%
Jefferson	29.2%	70.8%
Josephine	12.7%	87.3%
Klamath	14.6%	85.4%
Lake	18.1%	81.9%
Lane	10.6%	89.4%
Lincoln	10.5%	89.5%
Linn	15.9%	84.1%
Malheur	8.9%	91.1%
Marion	11.8%	88.2%
Morrow	14.0%	86.0%
Multnomah	11.1%	88.9%
Polk	16.3%	83.7%
Tillamook	11.4%	88.6%
Umatilla	14.2%	85.8%
Union	21.7%	78.3%
Wallawa	8.0%	92.0%
Wasco	31.9%	68.1%
Washington	11.9%	88.1%
Wheeler		100.0%
Yamhill	7.8%	92.2%
Total	12.3%	87.7%

Developmental Readiness Area

Sitting Still

County	Does Not Meet Readiness Area	Meets Readiness Area
Baker	17.6%	82.4%
Benton	19.3%	80.7%
Clackamas	21.6%	78.4%
Clatsop	18.1%	81.9%
Columbia	22.4%	77.6%
Coos	21.7%	78.3%
Crook	25.0%	75.0%
Curry	19.1%	80.9%
Deschutes	25.9%	74.1%
Douglas	24.5%	75.5%
Gilliam	41.2%	58.8%
Grant	21.1%	78.9%
Harney	28.8%	71.2%
Hood River	20.6%	79.4%
Jackson	22.8%	77.2%
Jefferson	27.0%	73.0%
Josephine	31.0%	69.0%
Klamath	27.6%	72.4%
Lake	22.3%	77.7%
Lane	21.3%	78.7%
Lincoln	18.8%	81.2%
Linn	24.2%	75.8%
Malheur	22.5%	77.5%
Marion	21.3%	78.7%
Morrow	21.1%	78.9%
Multnomah	20.1%	79.9%
Polk	20.3%	78.9%
Tillamook	24.4%	75.6%
Umatilla	16.5%	83.5%
Union	25.0%	75.0%
Wallawa	24.0%	76.0%
Wasco	41.4%	58.6%
Washington	19.9%	80.1%
Wheeler		100.0%
Yamhill	17.1%	82.9%
Total	22.1%	77.9%

Developmental Readiness Area

Takes Turns/Shares

County	Does Not Meet Readiness Area	Meets Readiness Area
Baker	17.6%	82.4%
Benton	7.7%	92.3%
Clackamas	12.6%	87.4%
Clatsop	11.3%	88.8%
Columbia	17.9%	82.1%
Coos	12.3%	87.7%
Crook	13.1%	86.9%
Curry	12.1%	87.9%
Deschutes	16.2%	83.8%
Douglas	11.9%	88.1%
Gilliam	32.4%	67.6%
Grant	11.3%	88.7%
Harney	7.6%	92.4%
Hood River	10.0%	90.0%
Jackson	13.2%	86.8%
Jefferson	19.1%	80.9%
Josephine	17.8%	82.2%
Klamath	19.3%	80.7%
Lake	11.7%	88.3%
Lane	13.1%	86.9%
Lincoln	17.0%	83.0%
Linn	17.1%	82.9%
Malheur	6.8%	93.2%
Marion	11.7%	88.3%
Morrow	15.8%	84.2%
Multnomah	11.5%	88.5%
Polk	14.3%	85.7%
Tillamook	15.5%	84.5%
Umatilla	12.8%	87.2%
Union	17.5%	82.5%
Wallawa	16.0%	84.0%
Wasco	31.9%	68.1%
Washington	12.6%	87.4%
Wheeler		100.0%
Yamhill	13.1%	86.9%
Total	13.4%	86.6%

Percent Not Meeting One or More Readiness Areas

County	Does Not Meet One or More Readiness Area								Total
	0	1	2	3	4	5	6	7	
Baker	49.0%	15.7%	5.9%	17.6%	3.9%	5.9%	2.0%		100.0%
Benton	65.7%	16.7%	8.6%	4.9%	3.0%	1.1%			100.0%
Clackamas	57.9%	15.8%	11.6%	6.9%	3.3%	3.2%	.9%	.4%	100.0%
Clatsop	61.9%	20.6%	7.5%	4.4%	3.1%	1.3%	.6%	.6%	100.0%
Columbia	54.3%	15.7%	12.1%	7.0%	7.0%	1.3%	1.9%	.6%	100.0%
Coos	61.6%	14.1%	9.4%	7.1%	4.0%	2.5%	1.1%	.2%	100.0%
Crook	54.2%	14.9%	14.9%	9.5%	1.8%	2.4%	1.2%	1.2%	100.0%
Curry	58.2%	14.9%	6.4%	7.8%	7.8%	.7%	3.5%	.7%	100.0%
Deschutes	53.2%	15.7%	11.1%	8.5%	5.9%	3.1%	1.7%	.9%	100.0%
Douglas	57.8%	16.2%	10.8%	5.3%	4.9%	3.2%	1.4%	.3%	100.0%
Gilliam	41.2%	5.9%	26.5%	8.8%	8.8%	8.8%			100.0%
Grant	60.6%	15.5%	5.6%	7.0%	7.0%	2.8%	1.4%		100.0%
Harney	51.5%	18.2%	9.1%	4.5%	10.6%	3.0%	3.0%		100.0%
Hood River	55.5%	17.2%	11.0%	7.2%	3.8%	4.3%	.5%	.5%	100.0%
Jackson	59.0%	14.5%	8.2%	7.2%	5.4%	2.6%	2.1%	.8%	100.0%
Jefferson	48.3%	11.2%	13.5%	11.2%	10.1%	3.4%	1.1%	1.1%	100.0%
Josephine	51.0%	14.5%	9.5%	10.3%	9.0%	4.1%	1.7%		100.0%
Klamath	52.7%	14.8%	12.2%	7.5%	5.2%	3.0%	2.3%	2.4%	100.0%
Lake	54.3%	16.0%	11.7%	7.4%	7.4%	2.1%	1.1%		100.0%
Lane	60.0%	15.0%	10.7%	6.1%	3.4%	2.2%	.9%	1.6%	100.0%
Lincoln	65.9%	9.2%	5.2%	5.2%	7.0%	3.5%	2.6%	1.3%	100.0%
Linn	50.5%	18.1%	11.7%	8.0%	6.0%	2.5%	2.9%	.3%	100.0%
Malheur	58.1%	17.3%	11.0%	5.2%	2.6%	5.8%			100.0%
Marion	60.7%	14.5%	10.1%	6.4%	4.1%	2.4%	1.1%	.7%	100.0%
Morrow	42.1%	14.0%	8.8%	15.8%	15.8%	3.5%			100.0%
Multnomah	60.3%	16.0%	8.9%	6.0%	4.0%	3.7%	.7%	.4%	100.0%
Polk	50.2%	20.3%	12.4%	8.4%	2.8%	2.4%	2.8%	.8%	100.0%
Tillamook	50.8%	20.2%	8.8%	8.8%	7.3%	3.6%	.5%		100.0%
Umatilla	56.1%	17.0%	10.8%	6.9%	4.3%	3.1%	1.1%	.7%	100.0%
Union	59.2%	12.5%	7.5%	6.7%	5.8%	3.3%	4.2%	.8%	100.0%
Wallawa	44.0%	24.0%	16.0%	12.0%	4.0%				100.0%
Wasco	42.2%	11.2%	15.5%	7.8%	6.9%	4.3%	6.9%	5.2%	100.0%
Washington	62.9%	14.2%	8.0%	7.3%	3.4%	2.4%	1.3%	.6%	100.0%
Wheeler	100.0%								100.0%
Yamhill	64.1%	14.9%	7.8%	6.4%	3.8%	2.0%	.7%	.4%	100.0%
Total	58.1%	15.5%	10.0%	6.9%	4.6%	2.9%	1.3%	.7%	100.0%

Potential Areas for Further Data Analysis

- Gender implications related to readiness areas
- Preschool implications related to readiness areas
- County implications related to readiness areas
- Teacher preparation related to Early Childhood Education
- How does teacher perception match parent perception
- Public school vs private schools difference in readiness areas
- Differences between half-day/full-day kindergarten
- Look specifically at Head Start/Oregon Prekindergarten
- Look at Policy/Pedagogy and Funding Implications
- What are the implications for community involvement and support
- Implication for transition from prekindergarten to kindergarten

Kb\stusvc\fall report\county report
11/98

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